

**DRAFT**

# **Reading and Writing Achievement Standards**

**A Component of  
Atlantic Canada English Language Arts Curriculum  
(Entry-Grade9)**



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**End of Grade 7**



# Acknowledgements

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# Table of Contents

<b>Introduction</b>	1
<b>Reading Achievement Standards – End of Grade 7</b>	5
Reading Achievement Standards – End of Grade 7	6
Appropriate	6
Strong	7
Poetry Sample – The Butterfly	8
Student Reading Exemplars	8
Nonfiction Sample (Main Idea) – Golf	11
Student Reading Exemplars	12
Fiction Sample – Zoo	14
Student Reading Exemplars	15
<b>Sample Questions for Levels of Comprehension</b>	18
Literal Questions	18
Inferential/Interpretive Questions	18
Personal/Critical/Evaluative Questions	18
<b>Writing Achievement Standards – End of Grade 7</b>	19
<b>Writing Assignments – Sample Writing Prompts</b>	21
<b>Writing Assignment – Instructions</b>	22
<b>Student Writing Exemplars and Rationale</b>	23
Sample I – Boat Trip	24
Student Exemplar with Rationale	28
Sample II – Harold the Head Pin	30
Student Exemplar with Rationale	34
Sample III – Dear Student Council	36
Student Exemplar with Rationale	38
Sample IV – To Whom It May Concern	40
Student Exemplar with Rationale	32
Sample V – If we had to make up class time	44
Student Exemplar with Rationale	48
Sample VI – To whom it may concern	50
Student Exemplar with Rationale	52
Sample VII – Dear Mr. Patterson	54
Student Exemplar with Rationale	58
Sample VIII – Dear Government	60
Student Exemplar with Rationale	62
Sample IX – The Way of The Season's	64
Student Exemplar with Rationale	68
Sample X – Dear School Authorities	70
Student Exemplar with Rationale	72
<b>Bibliography</b>	74
<b>Appendix</b>	77
Curriculum Outcomes Alignment	79



# Introduction

## Background

The reading and writing achievement standards documents were developed by the Atlantic Provinces under the auspices of the Council of Atlantic Ministers of Education and Training (CAMET). The New Brunswick Department of Education had lead responsibility for the project, with input provided by the other provinces at defined points. The first draft of the achievement standards was developed in consultation with teachers and personnel from school districts/boards. Input from working groups of educators, the review of standards documents from various school districts/boards and provinces, provincial assessments, and the work of educators and researchers documented in professional resources (see Bibliography) were sources used to inform further drafts. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

## Purpose

The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry – grade nine). The standards address the question, “How well should students be able to read and write independently by the end of each grade level?” and are based on both the reading and viewing outcomes and the writing and representing outcomes within the *1998 Atlantic Canada English Language Arts Curricula*, Entry through Grade Nine. (See Appendix for outcomes alignment.) Following the project directive, the achievement standards focus only on reading and writing; attention to outcomes not addressed from the reading and viewing or writing and representing strands, as well as outcomes within the speaking and listening strand is not to be diminished.

The standards provide clear and reasonable end-of-grade expectations for reading and writing through descriptions of two levels of student achievement: **appropriate** and **strong**. The standard for appropriate achievement describes what a student who meets intended expectations of the learning outcomes must know and be able to do. Strong achievement describes a high level of performance that exceeds intended expectations of the learning outcomes. Within each standard, there is a range of student achievement. For example, there will be students whose achievement will be identified as appropriate; however, they may have “just met” the described level of achievement. Alternatively, there will be students whose achievement is identified by the standard of strong achievement who will surpass the performance descriptors. The student exemplars attempt to reflect the range of achievement within a standard.

## Overview

The reading achievement standards include three components to be considered when assessing students’ independent interactions with text: Text Complexity – characteristics of fiction/nonfiction (information) texts; Reading Strategies – learning behaviours students should exhibit when reading texts independently; and Comprehension Responses – literal, inferential/interpretive, and personal/critical/evaluative responses to texts. Samples of end-of-year texts and student responses to related questions demonstrate the text complexity and level of comprehension described in the achievement standards.

The writing achievement standards make use of common traits of quality writing and describe what students should be able to demonstrate independently with respect to the traits when completing a piece of writing: Content/Ideas – overall topic, degree of focus, and related details; Organization – structure and form, dependent on purpose and audience; Word Choice – vocabulary, language, and phrasing; Voice – evidence of author's style, personality, and experience; Sentence Structure – variety and complexity of sentences; and Conventions – spelling, punctuation, capitalization, and usage (grammar). The writing achievement standards for each grade level are clarified through student exemplars.

The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing. Any information that could potentially identify a writer has been replaced with fictitious names (e.g., John Doe for a male's name; Placeville for the name of a specific location). Parental permission was obtained to use a student's writing in the standards documents (entry to grade five). At grades six through nine, the majority of writing samples was drawn from provincial writing assessments; information is displayed within writing assessment booklets indicating student writing samples at this level may later be used in provincial publications.

## **Exemplar Collection**

### **Entry through Grade Five**

The reading and writing exemplars in the achievement standards documents, entry through grade five, reflect independent student work collected at the end of the school year (late May/early June) in both urban and rural schools. The process for collecting reading exemplars in entry through grade two was slightly different from the process used in grades three to five. In the early grades, students read independently and were questioned orally with responses recorded on audio-tapes. A few written responses were also requested. The audio-tapes of student responses were transcribed, including any teacher prompting during the interview process. Teachers were provided with written directions about the interview process, but not with specific scripts to follow; therefore, individual interactions with students vary.

In grades three through five, students worked independently to provide written responses to the comprehension questions; no teacher assistance could be provided with the reading or interpretation of the passages or questions. At all levels, prior to responding to questions, students could be reminded to use processes and strategies they had used throughout the year (e.g., graphic organizers, comprehension strategy charts displayed in the classroom, highlighters, sticky notes).

The writing exemplars were collected at the end of the school year through in-class writing assignments, or district and provincial assessments. Students were asked to complete a draft version of a piece of writing plus a final copy that reflected their revisions and edits. In the majority of exemplars, students chose their own topics; in a few instances at grades three through five, students were asked to write in response to a prompt. In the early grades (entry to grade two), a final copy was not required, but students were encouraged to make any changes they wished on their initial piece of writing. At all levels, students could use any tools they might normally reference when writing (e.g., word wall, graphic organizer, dictionary, thesaurus), but were not permitted to discuss their writing with a peer or their teacher through any form of writing conference. Teachers could not assist with processes such as brainstorming a topic, making vocabulary webs, or editing. For grades two through five, writing was generally completed over two time periods of approximately 40 minutes each; at the early grades (entry and one), the periods of time were often shorter.



## Grades Six through Nine

The majority of student reading and writing exemplars in the achievement standards booklets for grades six through nine were collected through fall provincial assessments (October and November). Some writing exemplars (grade nine) and reading exemplars (grade six) were collected by classroom teachers at the end of the school year.

Students were provided with grade-appropriate reading passages and related open-response questions; no teacher assistance could be provided with the reading or interpretation of the passages or questions. Writing tasks included both a topic of student choice and assigned prompts. Students used space provided to plan and draft, revise, and edit before writing their final copy. All assignments were completed independently within a sixty-minute time frame. Students were reminded to make good use of a dictionary and/or a thesaurus when writing.

## Guidelines for Copying

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the Reading and Writing Achievement Standards. In a few instances, the search to locate an author is ongoing. Educators should note that the published fiction/nonfiction texts within the reading standards have been reprinted by permission of the publisher/owner; a citation appears at the bottom of each page to provide source information. The materials have been secured with an agreement that they will be viewed only within the document and/or in a read-only electronic version; therefore the reading passages **may not be reproduced** in any form. The student exemplars however, in both the reading and writing sections, are able to be reproduced for classroom purposes.

## **Application of Standards**

When using the achievement standards for either formative or summative purposes, it is important to consider all elements of the standards and to give students multiple opportunities to demonstrate their abilities. For example, when assessing a student's ability to read, the teacher must consider text complexity, reading strategies the student employs, and various types of responses to text. Similarly, when assessing a student's ability to write, it is important to consider all traits that contribute to quality writing.

Student reading comprehension exemplars reflect responses to grade-appropriate reading texts (i.e., text complexity generally considered appropriate for the end of a given grade level). Student responses determined to be at an appropriate level reflect the criteria described for appropriate achievement; alternatively, student responses identified as illustrating strong achievement demonstrate the criteria described for the strong level. Literal questions with a specific response are not identified as appropriate or strong; the level of achievement for such questions is dependent upon the number of questions answered correctly (i.e., for appropriate achievement a student responds accurately to most literal questions; for strong achievement a student responds accurately to virtually all literal questions).

It is expected that students who demonstrate a strong level of achievement will be capable of reading slightly more challenging texts than included within the grade-level documents. With more challenging texts, the student may not consistently demonstrate the criteria for responses defined under strong achievement.

To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development described for each trait within the category of the standard. However, a student whose achievement in writing is identified at an appropriate level may be strong in one or more traits. Equally, to be identified at a strong level of achievement, the student must consistently demonstrate the level of development described within the standard for each trait in the strong category. Clearly, when assessing a student's writing achievement for formative purposes, a teacher could focus on the student's ability with respect to each trait. The information gained could inform instruction to ensure a student achieves the overall level of development identified within the end of grade level achievement standards. The goal is to develop students' proficiency in all the traits of writing as each is important and contributes to quality writing.

The reading and writing achievement standards and accompanying exemplars should be used to facilitate planning for all students. Students who require adaptations/accommodations in instruction are working toward outcomes and expectation levels as defined in special education plans. The specificity and functionality of the standards may assist the writing of special education plans that include descriptions of behaviours and goals for levels of achievement.

**Reading Achievement Standards – End of Grade 7  
and  
Student Reading Exemplars with Criteria for Responses**  
(Stories are used with permission.)

**Appropriate Achievement****Text Complexity**

*Students select, read independently, and understand a variety of fiction and nonfiction texts that include*

- a range of genres that encompasses increasingly complex themes, ideas, topics, and content
- language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure

**Fiction (prose and poetry)**

- Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, journals, magazines, and plays.
- Multiple-event plots feature twists with a clear resolution.
- Plots generally follow chronological order; foreshadowing and/or flashbacks occur.
- Conflicts increase in complexity and sophistication.
- Complex characters may demonstrate changes in attitude and/or behaviour.
- Descriptive language establishes setting, mood, and atmosphere.
- Poetry is often abstract and includes figurative language.

**Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)**

- Texts may contain a table of contents, glossary, unit summary, and index.
- Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.
- Texts include transitional expressions (e.g., while, although, however) to connect ideas.
- Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text.
- Paragraphs vary in length, but are predominantly short.

**Reading Strategies**

*Students*

- monitor their reading and self-correct when reading does not make sense, sound right, or look right
- combine context clues, word/language structure, phonics, and references (e.g. dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words
- generate questions to verify and adjust predictions
- make connections between text and self
- adjust their reading rate according to the type of text
- skim/scan text for format and information
- reread when comprehension is lost
- use note-taking techniques to identify significant information

**Comprehension Responses**

*Students*

- identify the main ideas and summarize content
- respond to literal and vocabulary-related questions
- understand information by connecting text to self
- form logical opinions/reactions and support these ideas with general reference(s)
- manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

**Strong Achievement****Text Complexity**

*Students select, read independently, and understand a variety of fiction and nonfiction texts that include*

- a range of genres that encompasses increasingly complex themes, ideas, topics, and content
- language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure

**Fiction (prose and poetry)**

- Texts may be in media, web-based, and/or visual form: genres will include short stories, poems, novels (including graphic novels), diaries, journals, magazines, and plays.
- Multiple-event plots feature twists and may not have a definite resolution.
- Plots generally follow chronological order; foreshadowing and/or flashbacks commonly occur.
- Conflicts increase in number, complexity, and sophistication.
- Complex characters often demonstrate changes in attitude and/or behaviour.
- Descriptive language enhances setting, mood, and atmosphere.
- Poetry is abstract and includes figurative language.

**Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)**

- Texts may contain a table of contents, glossary, unit summary, and index.
- Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.
- Texts include transitional expressions (e.g., as a result, similarly, therefore) to connect ideas.
- Topic-specific or technical words may be highlighted or in bold-face type, or they may need to be derived from context.
- Paragraphs vary in length.

**Reading Strategies**

*Students*

- monitor their reading and self-correct when reading does not make sense, sound right, or look right
- combine context clues, word/language structure, phonics, and references (e.g. dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words
- verify and adjust predictions while reading
- make connections between text and personal experiences or other texts
- adjust their reading rate according to the type of text
- skim/scan text for format and information
- reread when comprehension is lost
- use note-taking techniques to identify and organize significant information

**Comprehension Responses**

*Students*

- identify the main ideas and summarize content
- respond to literal and vocabulary-related questions and some inferential questions
- make inferences and support ideas with reference to the text
- form logical opinions/reactions and support these ideas with textual reference(s)
- manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

Read the poem. Answer all the questions in your own words. Refer to the poem when necessary, to reveal that you have a clear understanding of the ideas.

### THE BUTTERFLY

Young Ben with net and jar would run a mile  
To catch a brand-new butterfly to add  
To his collection; neighbours thought him mad –  
Hobbies like his are not Maritime's style.

- 5 One day when Ben came home from useless chase  
His feeble-minded aunt who'd watched him run  
Gave him, bursting with pride for what she'd done,  
A bag of crumpled paper tied with lace.

- 10 Impatiently he tore away the string  
And found a common Cabbage Butterfly  
Too spent to move a rubbed and tattered wing.  
He crushed it in his hand in quick disdain.  
Too late he saw a winged thing in pain  
Die in the round jar of her clouded eye.

— (adapted from) Fred Cogswell

#### 1. What is Ben's hobby?

(This question generates one level of response.)

##### Criteria for Response

Students respond accurately to the literal question, stating the action of the boy: collecting/chasing/catching/hunting butterflies.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Ben's hobby is to run for miles to catch a butterfly to add to his collection.
- Ben's hobby is collecting and catching butterflies.
- With a net and a jar he would run a mile to try to catch a new butterfly to add to his collection.

#### 2. Why was Ben's chase "useless"?

(This question generates one level of response.)

**Criteria for Response**

Students draw a reasonable conclusion about a character's actions, using textual references.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Ben's chase was useless because he didn't catch a single butterfly.
- He didn't catch any butterflies that day.
- He didn't catch no butterfly to add to his collection.

**3. Tell why Ben "impatiently" tore away the string, as stated in line 9.**

(This question generates one level of response.)

**Criteria for Response**

Students make obvious inferences about a character's actions, linking his actions to his impatience.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Ben impatiently tore away the string because he wanted to know what was inside.
- He wanted to see what he had got, but he was probably tired from the chase.
- Ben thought his aunt gave him a present he liked.

**4. Explain why Ben crushed the butterfly.**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students make obvious inferences about the reasons underlying a character's feelings or actions (i.e. Ben's disdain for the injured butterfly or Ben's desire for a special butterfly collection).

*Student Exemplars (Appropriate – In students' words and spelling)*

- Ben probably had a few and didn't want another.
- Ben was angry because the butterfly had a tattered wing.
- Ben crushed it because it was common and he had one already.

**Criteria for Strong Response**

Students make insightful inferences about the reasons underlying a character's feelings or actions (i.e. Ben's empathy for the injured butterfly in its pain or Ben's idea of the uniqueness of a butterfly collection).

*Student Exemplars (Strong – In students' words and spelling)*

- Ben crushed the butterfly because it was too tired and worn out to move and it had a tattered wing and it was in pain and he didn't want it to suffer.
- Ben was quick to crush the butterfly so it wouldn't hurt anymore with its torn wing.
- Ben saw that it was a common butterfly, not very impressive and he thought collections were supposed to have special butterflies.

**5. What lesson could be learned by the end of the poem?**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students explain what could be learned from the text, providing a literal explanation.

*Student Exemplars (Appropriate – In students' words and spelling)*

- You could learn that a butterfly could be hurt if you are not careful.
- You could learn that the aunt wanted to be nice to Ben.
- You could learn that a butterfly is not very strong.

**Criteria for Strong Response**

Students explain what could be learned from the text, providing an analytical explanation.

*Student Exemplars (Strong – In students' words and spelling)*

- You could learn that gifts aren't special for what they are, but for who gives them and for what reason.
- You could learn that his aunt was also crushed because the butterfly was injured.
- You would learn that when you get angry you sometimes do things without thinking.



Read the selection “*Golf*” very carefully. Reread each paragraph and decide on its **main idea**. State the *main idea* as much as possible in your own words for each of the five paragraphs. Express yourself clearly and always with appropriate references to the passage to reveal a clear understanding of the ideas in the reading passage.

### GOLF

- 1 The game which seems to be growing at the greatest rate is golf. It has enjoyed a steady growth during the last forty years. There are more golf courses under construction than at any other time in history. The construction cannot keep up with the demand; the growth of the game is very dramatic. There is reason to believe that golf will be even more popular in the next century. How did golf become so popular?
- 2 Before the 1960's, golf was played, for the most part, by men who had enough time and money. There were women and junior golfers as well, but not nearly the numbers that exist today. Television gave golf its first growth spurt. The first player to capture the imagination of millions of television viewers was Arnold Palmer. Enormous crowds, Arnie's Army, as they were later called, followed Palmer around the course and cheered him on as he thrilled them with his determination, talent, and charm. The image of the golfer made the game much more desirable and acceptable.
- 3 The fact that golf is considered a very healthy pastime has also helped its growth. Many golfers enjoy the positive benefits of the golf environment. Healthy people like to spend many hours in the great outdoors; golf offers them this opportunity. Many seniors are now being attracted to the game, not just for its health benefits, but also as an opportunity for a social outlet. It is also considered a healthy outlet for the young, especially if they can be part of a program that introduces them to the game.
- 4 Golf may have experienced its greatest growth spurt in the late 1990's when a talented professional captured the attention of millions of fans. Tiger Woods, a young black American, has had an incredible impact on the game's popularity. Many young people, who had little or no interest in golf, watched Tiger Woods win the 1997 Masters. He inspired minority groups, in particular, and youngsters, in general, to take notice of the game. Since then, millions of young people have taken up Tiger's game.
- 5 What lies ahead for golf? It has grown even more and is still growing. The fact that many young people have taken an interest has greatly impacted current demands. Because more and more people are taking up the game, more courses are being built. To handle the increase in popularity, there is a greater demand for driving ranges, pitch and putt courses, and beginner courses. There is also the need for more course designers, builders, teachers, equipment manufacturers, and retailers. As the game of golf continues to grow, the industry must do likewise to accommodate the needs.

– adapted from A-P Elias

**1. Paragraph One – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the first paragraph: golf has become the fastest growing game.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Golf is the fastest growing game.
- The main idea is how popular golf is and it is growing faster than anything else.
- In paragraph one, the main idea is to tell you that golf is the game that is growing at the greatest rate.

**2. Paragraph Two – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the second paragraph: it was television that gave golf its first growth spurt.

*Student Exemplars (Appropriate – In students' words and spelling)*

- After they saw it on TV golf became more popular and many more people began to play the game.
- TV has helped golf grow by letting people see the game in action. In a result of that, it encouraged more people to play the game.
- In paragraph two the main idea is to tell us that when golf came to TV, it was what gave golf its first growth spurt.

**3. Paragraph Three – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the third paragraph: golf is good for your health.

*Student Exemplars (Appropriate – In students' words and spelling)*

- It is about how golf has a lot of health benefits.
- In this paragraph they are telling how golf is good for your health.
- In the third paragraph they are talking about how healthy it is to play golf.

**4. Paragraph Four – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the fourth paragraph: the impact Tiger Woods had on golf.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Tiger Woods helped young people take notice of the game.
- Tiger Woods got most young people hooked on the sport.
- The main idea was when Tiger Woods got most young people involve in golf after they watched him win the 1997 masters.

**5. Paragraph Five – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the fifth paragraph: the future growth and popularity of golf demands that industry must grow to accommodate the demand.

*Student Exemplars (Appropriate – In students' words and spelling)*

- As golf grows the industry must grow too.
- The main idea in this paragraph is where the writer says "As golf's popularity continues to grow, the golf industry must do the same to accommodate the future needs of golfers."
- Paragraph five is about the demand for more golf facilities, and in the future there will have to have a greater amount of builders, designers, teachers, etc. .. to accommodate the demand.

Read the story. Answer all the questions in your own words. Refer to the story when necessary, to reveal that you have a clear understanding of the ideas.

### Zoo

The children were always good during the month of August, especially when it began to get near the twenty-third. It was on this day that the great silver spaceship carrying Professor Hugo's Interplanetary Zoo settled down for its annual six-hour visit to the Chicago area.

- 5 Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

- 10 In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from mars, or even snake-like horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with awe as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare – small, horse-like animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue.

- 15 The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat. "Peoples of Earth," he called into his microphone.

- 20 The crowd's noise died down and he continued. "Peoples of Earth, this year you see a real treat for your single dollar – the little-known horse-spider people of Kaan – brought to you across a million miles of space at great expense. Gather around, see them, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!"

- 25 And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

- 30 All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took the microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, telephone your friends in other cities about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds."

35 He waved farewell to them, and as the ship rose from the ground, the Earth peoples agreed that this had been the very best Zoo yet.

40 Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the unusual horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

In one house, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them. "It was a long time you were gone. Was it good?"

45 And the he-creature nodded. "The little one enjoyed it especially. We visited eight worlds and saw many things."

The little one ran up the wall of the cave. "On the place called Earth it was the best. The creatures there wear garments over their skins, and they walk on two legs."

"But isn't it dangerous?" asked the she-creature.

50 "No," her mate answered. "There were bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs."

And the little one nodded. "It was the very best Zoo ever ... ."

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### 1. How often does Professor Hugo's Zoo visit earth?

(This question generates one level of response.)

#### Criteria for Response

Students respond accurately to the literal question, giving the frequency of the Zoo's visit to Earth.

*Student Exemplars (Appropriate – In students' words and spelling)*

- It comes once a year.
- Professor Hugo's Zoo visits earth once a year in the month of August.
- Professor Hugo's Zoo visits every year on the 23<sup>rd</sup> of August.

**2. In line 50, what does the word “commocs” mean?**

(This question generates one level of response.)

**Criteria for Response**

Students define the word “commocs” from the context of the sentence.

*Student Exemplars (Appropriate – In students’ words and spelling)*

- In this story, it means some type of money.
- I think it means a different kind of money the aliens use on their planet.
- It is a form of money from one of the planets named Kaan.

**3. Why is the man going home to get his wife (line 26)?**

(This question generates one level of response.)

**Criteria for Response**

Students make simple inferences about why the man goes home for his wife.

*Student Exemplars (Appropriate – In students’ words and spelling)*

- The man goes home to get his wife because he is amazed at what he is seeing and he thinks his wife would need to see it to believe it.
- The reason the man goes home for his wife is because he thinks it is such a bargain for a dollar.
- Because it is so fascinating and such a good price, the man thinks his wife would want to see it too.

**4. Explain what is unusual about the title of the story.**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students give the double meaning for the title of the story.

*Student Exemplars (Appropriate – In students’ words and spelling)*

- The title of the story is for both the earth people and the horse-like creatures of Kaan.
- It is the title for the people from Earth and the title for the horse spider people of Kaan.
- The title is unusual because it fits both of the groups of people paying to see the Zoo.

**Criteria for Strong Response**

Students evaluate the double meaning of the title of the story, explaining its unusual twist.

*Student Exemplars (Strong – In students' words and spelling)*

- The unusual thing about Zoo is that the humans thought of it as a zoo but so did the people of Kaan.
- The title of the story is unusual because it fits for both of the groups as they each thought they were the ones visiting a zoo.
- It is an unusual title because we thought it would be about watching animals, but instead the animals were watching us.

**5. What point is the writer making about human nature in this story?**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students describe the general habits or actions of people.

*Student Exemplars (Appropriate – In students' words and spelling)*

- He is saying that humans are curious people and are interested in strange and different things.
- The writer says humans are amazed at anything different and they will pay to see it.
- The writer is pointing out how easy it is to get people to look at different things.

**Criteria for Strong Response**

Students describe the curiosity of human nature and explain how easy it is to get people to follow an unusual or bizarre idea.

*Student Exemplars (Strong – In students' words and spelling)*

- The writer says that we are always searching for something new and unbelievable and we sometimes think it is just about us.
- I think the writer is making the point that people will believe anything and will pay money for excitement even when it is scary.
- The writer is pointing out that people are easy to convince about anything unusual and will pay for something that is horrifying or mysterious.

The following types of questions/tasks may be used for the three levels of reading comprehension.

- **Literal Questions (Reading “the lines”) –**

The answers are right there on the page for the reader to find the information given. (Key words—who, what, when, where, how, name, recall, show)

- Who are the main characters?
- Where and when does the story take place?
- Can you tell me more?
- Where did they find it?
- Draw a cartoon which shows the main idea.
- Place the events in sequential order.

- **Inferential/Interpretive Questions (Reading “between the lines”) –**

The answers come when the reader draws conclusions or reads meaning into the story from the information given. (Key words—compare/contrast, examine, categorize, simplify)

- Compare the size of the two presents described in the story.
- What lesson could be learned from this?
- Why do you think they were such good friends?
- What do you think was learned from the experience?
- Who do you suppose finds them in the end?
- What do you think happened to his book?

- **Personal/Critical/Evaluative Questions (Reading “beyond the lines”) –**

The answer comes from observation and/or insight, where the reader synthesizes information given or forms an opinion from what s/he reads. (Key words—combine, develop, predict, improve, change, adapt, defend, judge, support, recommend, solve, conclude)

- Is it possible to do what this character did in the story?
- Was it the right thing to do?
- Is there proof that the information in the text is true?
- What is the best decision for the main character to make?
- Explain why you agree with the ideas or events.
- What would you recommend as the solution?



**Writing Achievement Standards – End of Grade 7  
and  
Writing Prompts for Student Writing Assignments**

**Appropriate Achievement**

*An appropriate achievement will illustrate writing that*

**Content/Ideas**

- introduces a specific topic with a main idea that supports the purpose and audience
- includes straightforward and thoughtful ideas
- includes relevant information with details to support the ideas

**Organization**

- has a clear introduction that shows the purpose
- uses transition words to sequence
- has related ideas expressed in paragraphs
- has a reasonable conclusion

Narrative/Imaginative Writing

- introduces setting
- creates and develops characters (may introduce suspense for effect)
- presents generally clear dialogue which contributes to character and plot development
- provides an adequate ending

Information Text

- follows conventions of selected form (reports, letters, persuasive writing, invitations, etc.) by prescription
- uses special text features (charts, diagrams, etc.) that are generally clear and related to content
- introduces topic with a clear purpose
- follows a logical sequence (chronology, cause and effect, etc.)
- concludes logically

**Word Choice**

- includes varied vocabulary to convey meaning

**Voice**

- connects the audience to the subject
- begins to generate strong feeling and individuality

**Sentence Structure**

- uses complete sentences and varied sentence structures correctly
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented

**Conventions**

- incorporates correct use of capital letters and end punctuation
- uses internal punctuation (commas, semi-colons, colons, quotation marks)
- uses basic spelling rules to attempt difficult word spellings
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)
- attempts to use correct pronoun agreement {e.g. Mark said he (not *they*) won the prize. / The shirts look like they (not *it*) need ironing.}

**Strong Achievement**

*A strong achievement will illustrate writing that*

**Content/Ideas**

- introduces a specific topic with a main idea that carries the purpose and audience
- develops original and thoughtful ideas
- supports the ideas with relevant details

**Organization**

- has a thoughtful and effective introduction and an established purpose
- demonstrates sequencing with logical transitions
- demonstrates connections between and within paragraphs
- provides an effective conclusion

Narrative/Imaginative Writing

- introduces and develops setting
- thoughtfully creates and develops characters (may create suspense effectively)
- often integrates character-appropriate dialogue
- provides an effective ending

Information Text

- applies most aspects of format (business letters, reports, interviews, advertisements, speeches, learning logs, messages, procedures, persuasive writing, etc.)
- illustrates and strengthens content with text features (titles, headings, charts, diagrams, etc.)
- effectively introduces a specific purpose
- demonstrates control of sequence (chronology, cause and effect, etc.)
- concludes effectively

**Word Choice**

- effectively includes varied and precise word choices

**Voice**

- skillfully connects with the audience
- demonstrates strong feeling and individuality

**Sentence Structure**

- portrays fluent complex sentences
- demonstrates effective sentence lengths and beginnings

**Conventions**

- demonstrates skill with the use of capital letters and end punctuation
- shows generally correct use of internal punctuation
- incorporates correct spelling of difficult words
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)
- uses pronouns that generally agree in person, number, and type

Students were presented with different writing prompts such as a topic of personal choice or a specific requested response to a given situation/picture.

Below are some examples of suggested or assigned writing prompts that have been provided to students for assigned writing tasks.

You are being asked to complete a piece of writing. You have 60 minutes to complete the writing exercise. Follow the directions given for the writing prompts below.

### **Writing Prompts**

- A topic of personal choice
- A personal life experience
- A picture (see next page)
- The cafeteria in your school has been renovated recently and the Student Council has been invited to create the new menu. You have just heard they are considering the removal of all fast foods.

Prepare a presentation to the Student Council persuading them to create a menu that is satisfactory to you. Reasons for and against selling fast foods in your cafeteria must be considered in your presentation; you must reach a conclusion and explain your decision on the issue.

- The local school district has issued a statement that there is a new plan where students must make up class time lost due to storm days.

You may respond to the statement with your likes and dislikes of the plan, trying to persuade the decision in your favour.

- Within your community, a large sum of money has been donated to be used for either the preservation of historical buildings or wild animals.

Write a letter to argue for one or the other, giving reasons for your choice.

### **Assignment**

Develop this idea in a piece of independent writing of approximately 250 words.

Please Note: Students may not receive a rating of “Strong” when they fail to follow the directions given within the specific prompt; however, all prompts are considered “a prompt only”, so students who demonstrate an ability to write, may rate an “Appropriate” on their assignment.

You are being asked to complete a piece of writing. You have 60 minutes to do the writing exercise. Choose your topic from the suggested/assigned prompts and follow the directions given.

### **Instructions**

- Space is provided for planning, drafting, revising, and editing.
- Make the writing clear and focussed.
- Develop your ideas using appropriate sentences and paragraphs.
- Remember your purpose and audience as you strive for effectiveness and organization of your ideas, quality of written expression, and word choice.
- Follow the conventions of good writing with the correct use of punctuation, capitalization, spelling, and grammar.
- Use legible hand writing and a readable font size.
- Read your work to correct any mistakes.
- Write your FINAL COPY on provided pages, using a pen with blue or black ink.
- Judge your time accordingly; read your work to correct any mistakes.

Remember, your writing will be evaluated on the

- Effectiveness and organization of your ideas
- Quality of written expression, word choice, sentences, and paragraphs
- Correct use of punctuation, capitalization, spelling, and grammar

**Do not use your real name or make reference to your community in the writing.**

## **Student Writing Exemplars with Rationale – Grade 7**

**Writing exemplars are listed by title or by the first line of the writing piece.**

*“Boat Trip”*Boat Trip

1 It was one of the finest days of the year. There was a small breeze,  
2 the sun was shining and the water was clear as glass.

3 The MacDonalds were preparing for their big boating trip  
4 they were going to go on. Although they never owned a boat they  
5 hired a man named Fred to take them out for the day.

6 Everyone was just loading up the boat with food and  
7 supplies. They were just packed and ready when Fred put some  
8 raincoats on the boat because he said that they might get some  
9 sticky weather even though forecast was good.

10 It was know about 10:30 and they were just leaving from the  
11 place where they lived called Machias, Maine. This was very  
12 exciting to Brian and his sister, who had never been on a boat  
13 before except for a ferry. After they had been going for about three

*“Boat Trip”*

14 hours, they stopped just off an island to swim. They swam for a  
15 while before they had some hotdogs and hamburgers.

16 The weather was starting to get rougher by now and there  
17 were some clouds starting to move in. Their boat was still going  
18 out to sea, when Fred was sent a message saying that hurricane  
19 Barbara had changed its course and it was heading straight for  
20 them. Fred, who was a very calm person, came out and told them  
21 that their best bet was to go straight for a small town called Sandy  
22 Point or they could go straight for home, but it would be hard to  
23 say if they would make it in time. None of the MacDonalds wanted  
24 to stay in a different town with no money for the whole night. So  
25 they decided to go for it. “Very well then,” said Fred looking a  
26 little weary. He turned the boat, and put the throttle at full speed.

27 One hour later

28 It had started to rain and the wind was rattling the windows.

29 Thirty minutes later

30 The waves were so big that they had almost capsized when  
31 the anchor fell off the side of the boat. Brian’s dad went out to cut

***“Boat Trip”***

32 the rope because the current was too strong to haul it back in when a  
33 huge wave came and knocked him overboard. Brian’s uncle had  
34 seen what happened and jumped in to save Brian’s dad.

35 That was the last anyone ever seen of the two. As for the rest  
36 they all made it back home. After capsizing the boat and staying  
37 together and floating around until they were picked up by a  
38 helicopter. This was their first and most likely their last boat trip.

**The end**





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The writing sample titled *“Boat Trip”* begins with *“It was one of the finest days of the year.”*

**Content/Ideas**

- introduces a specific topic with a main idea that supports the purpose and audience  
*about the MacDonalds and their big boating trip*  
line(s) 3-4 “The MacDonalds were preparing for their big boating trip they were going to go on.”
- includes straightforward and thoughtful ideas  
line(s) 4-5 “Although they never owned a boat they hired a man...to take them out...”  
line(s) 7-8 “They were just packed...when Fred put...raincoats on the boat because...”
- includes relevant information with details to support the ideas  
line(s) 14-15 “They swam for a while before they had some hotdogs and hamburgers.”  
line(s) 16-17 “The weather was starting to get rougher by now....”

**Organization**

- has a clear introduction that shows the purpose  
line(s) 3-4 “The MacDonalds were preparing for their big boating trip....”
- uses transition words to sequence  
line(s) 7-9 “...just packed...when...because...might...get sticky weather even though...”  
line(s) 10 “It was know (now)...”  
line(s) 29 “Thirty minutes later”
- has related ideas expressed in paragraphs  
paragraph # 1 description of the day  
paragraphs # 2 & 3 introduction and preparation for the trip  
paragraphs # 4 & 5 the journey  
paragraphs # 6 & 7 the storm  
paragraph # 8 conclusion
- has a reasonable conclusion  
line(s) 35 “That was the last anyone ever seen the two. As for the rest...make it....”

## END OF GRADE 7 – SAMPLE I

### Rationale for Appropriate Achievement

Page 2 of 2

The writing sample titled *“Boat Trip”* begins with *“It was one of the finest days of the year.”*

#### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 1 “finest days”, “small breeze”  
line(s) 9 “sticky weather”  
line(s) 18-20 “changed its course...straight for them”

#### Voice

- connects the audience to the subject  
line(s) 11-13 “This was very exciting to Brian and his sister, who had never been in a boat before.”  
line(s) 25-26 “Very well then,” said Fred looking a little weary.”
- begins to generate strong feeling and individuality  
line(s) 26 “He turned the boat, and put the throttle at full speed.”  
line(s) 31-32 “Brian’s dad went out to cut the rope because the current was too strong...”

#### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 1-2 “There was a small breeze, the sun was shining and the water was clear as glass.”  
line(s) 13-14 “After they had been going..., they stopped just off an island to swim.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 20-23 “Fred,...came out and told them...they could go straight for home,...”  
line(s) 25-26 “Very well then,” ’ said Fred looking a little weary.”  
line(s) 28 “It had started to rain and the wind was rattling the windows.”

#### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1, 30-31
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 1-2, 25-26
- uses basic spelling rules to attempt difficult word spellings  
line(s) 8, 9, 18, 36
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 26, 33-34
- attempts to use correct pronoun agreement  
line(s) 35-36, 38

## **Harold the Head Pin**

1 I wish that for just one minute you weird human creatures would think  
2 about my life and what I have to experience every day. Sure you have fun at  
3 the bowling alley whipping balls that weigh a tonne down the lane and you  
4 giggle as you enjoy witnessing the collision as the sphere smacks into me  
5 head on. You may think all of this is humorous but that's because you have  
6 never had to endure this event.

7 Imagine this. I'm the leader of the pack, the head pin, and every time  
8 you brainless humans hurl that ball down the lane I break out in a sweat and  
9 panic. Each time those shiny balls make contact with me, I let go a spine-  
10 chilling shriek that pierces everyone's ears. Those odd looking spherical  
11 objects sneak up behind me unexpectedly and bite me, right in the butt. My  
12 head spins as I study the ball rolling swiftly along the lane and prepare myself  
13 for the horror awaiting me. I do everything in my power to escape the terror  
14 closing in on me but nothing will suffice. Fear begins to take control of my  
15 body as the bowling ball stares me down like a wolf in the night. I turn  
16 around to warn my friends of the on coming disaster and BANG!, it hits me  
17 dead centre in the butt.

18 Believe me, I don't ever want to have to experience that life or death  
19 situation again, but I guess I can't always get what I want. I am faced with  
20 this obstacle every day, not knowing if I am going to complete the entire day  
21 or if I were going to be finished off at the end of that miserable lane. If you  
22 think this is unpleasant, it's just the beginning.

23 After all that suffering, you thoughtless people press the torture button  
24 and I await that dreadful moment where this voracious monster swallows me  
25 whole. As if that isn't bad enough, he then spits me out into a never-ending  
26 hole. At least, I had the impression that it was an endless hole by the myths  
27 I've been told. I drifted off into a fantasy world but I was abruptly brought  
28 back into the present as I was launched into a wee little hole that was trying  
29 to eat me. (Thank God I'm plump!)

30 I started to feel nauseous as the ironic merry-go-round began to spin  
31 around faster than a speeding bullet. The fact that this mystery world smelt  
32 of grease didn't help settle my stomach which by now was grumbling like a  
33 weary old man.

34        This mind-boggling ride transported me into a stretched-out tunnel  
35        where darkness engulfed me. (Did I mention that I'm frightened of the dark?)  
36        I recognise some of my pals being eaten up by that ravenous monster that  
37        had swallowed me just minutes before. Rage floods my body as I notice the  
38        terror-stricken expressions plastered on their faces. Unfortunately, I know  
39        what I'm in for. This ominous machine is going to position me back onto that  
40        frigid metal plate that gets such a tight grip around my pudgy body that I  
41        couldn't flee from any mayhem drawing near me if I wanted to.

42        Perhaps the burden won't be as bad this time. I mean take a good  
43        glance at that girl, she appears to be no older than thirteen so she can't be  
44        too powerful.

45        Wow! Her bowling balls are some pretty in pink, and boy look at those  
46        babies glisten when the light reflects on them the right way. She's so cute,  
47        why is she going to put me through this agony? We could've been such a  
48        merry couple.

49        Uh oh. She's taking her stance. Without any force, her hips sway from  
50        side to side as she commences her approach. I let out a sigh of relief and  
51        discover that there is an Angel hidden beneath that fine figure as she  
52        releases the shimmering ball and directs it towards the gutter.

53        I am suddenly transported back into reality as I am heaved into the air.  
54        My back snaps in numerous places as I smash into the oak floor. My body  
55        begins to tremble as if there were an earthquake taking place directly  
56        beneath my battered corpse. I am in shock and don't know what has  
57        happened to me. All I know is that it feels like I have been struck by a bolt of  
58        lightning. I behold thousands of miniature stars circling my head and my  
59        heart leaps into my throat like a frog into a pond. I realise that this may be  
60        the finale of Harold the Head Pin.

61        I imagine a pair of devilish horns forcing their way through the so-called  
62        "Angel's" skull. She smirks fiendishly as she gazes at me, lying on the floor  
63        in despair. The nerve of that girl, she just practically killed me and all she  
64        can say is "Yes! A Strike!!!"

65        You see, you Homo sapiens don't realise how excruciating it is to be  
66 whacked around by an extremely firm ball an average of one thousand times  
67 per day.

68        The remaining pins gasp in horror as I lie there, drifting in and out of  
69 consciousness.

70        The echo of wood colliding on wood as my peers' legs begin to wobble,  
71 makes my temples throb. They feel like a bomb, counting down the seconds  
72 until it will explode.

73        I feel very drowsy as my old battered body begins to wither away. I  
74 have finally accepted the fact that at any moment now, my life will come to  
75 an end.

76        I command my best bud, Billy Bob, to inform my wife Margaret, that I  
77 have crossed over and that she is not to feel responsible for my sudden  
78 death.

79        As the ferocious monster gobbles me up, tears of fear and distress  
80 cloud my eyes like a stormy day. I decide that I am going to have to face the  
81 truth sooner or later so I may as well go through with it now. This is going to  
82 be the last time I am swept away by that harmless monster.





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The writing sample titled *“Harold the Head Pin”* begins with *“I wish that for just one minute...”*

### Content/Ideas

- introduces a specific topic with a main idea that carries the purpose and audience *through an adventure with the head pin of bowling*  
line(s) 1-2 “I wish that for just one minute...everyday.”  
line(s) 5-6 “...you have never had to endure this event.”
- develops original and thoughtful ideas  
line(s) 1-2 “You weird human creatures would think about my life...”  
line(s) 7 “I’m the leader of the pack, the head pin,...”
- supports the ideas with relevant details  
line(s) 2-5 “Sure you have fun at the bowling alley whipping balls that weigh a tonne...and you giggle as...the sphere smacks into me head on.”  
line(s) 19-20 “I am faced with this obstacle every day,...”

### Organization

- has a thoughtful and effective introduction and an established purpose  
line(s) 1-2 “I wish that...you weird human creatures would think about...what I have to experience every day.”
- demonstrates sequencing with logical transitions  
line(s) 13-14 “I do everything in my power to escape...”  
line(s) 19 “I can’t always get what I want.”  
line(s) 25 “As if that isn’t bad enough,...”
- demonstrates connections between and within paragraphs  
line(s) 7 “Imagine this.”  
line(s) 21-22 “If you think this is unpleasant, it’s just the beginning.”  
line(s) 23 “After all that suffering...”
- provides an effective conclusion  
line(s) 80-81 “I decide that I am going to have to face the truth...may as well go through with it now.”  
line(s) 81-82 “This is going to be the last time I am swept away by that harmless monster.”



The writing sample titled *“Harold the Head Pin”* begins with *“I wish that for just one minute...”*

### Word Choice

- effectively includes varied and precise word choices  
line(s) 9-10 “spine-chilling shriek”  
line(s) 14 “suffice”  
line(s) 15 “stares me down like a wolf”  
line(s) 37 “Rage floods my body”

### Voice

- skillfully connects with the audience  
line(s) 2-3 “Sure you have fun...”  
line(s) 5-6 “You may think...because you have never had to endure this event.”
- demonstrates strong feeling and individuality  
line(s) 1-2 “...what I have to experience every day.”  
line(s) 4-5 “...smacks into me head on.”  
line(s) 29 “(Thank God I’m plump.)”

### Sentence Structure

- portrays fluent complex sentences  
line(s) 23-25 “After all that suffering,...swallows me whole.”  
line(s) 36-37 “I recognise some of my pals...just minutes before.”
- demonstrates effective sentence lengths and beginnings  
line(s) 42 “Perhaps the burden won’t be as bad this time.”  
line(s) 49-50 “Without any force, her hips sway from side to side as she commences her approach.”

### Conventions

- demonstrates skill with the use of capital letters and punctuation  
line(s) 27-29, 35, 59-60, 64
- shows generally correct use of internal punctuation  
line(s) 18-19, 34, 38-39, 62
- incorporates correct spelling of difficult words  
line(s) 10, 27, 34, 41, 62
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 21-22, 30-31, 54-55, 62-63
- uses pronouns that generally agree in person, number, and type  
line(s) 13-14, 25-26, 46-48, 53

1 Dear Student Council,

2 I am writing to explain why we should  
3 and shouldn't remove all fast foods, since  
4 this is our cafeteria that we eat in  
5 every day I think that you should get  
6 opinions from us kids who eat the  
7 food.

8 I think that if you remove the  
9 fast food in the cafeteria the children  
10 will have healthier food choices and they  
11 won't crave for those greasy foods that  
12 we don't know what they're made from.

13 Things like: Soup, sandwiches, & salads are good  
14 for your body and might be good to  
15 serve in the cafeteria.

16 On the other hand, it might not  
17 be good because you will probably have  
18 lots of complaints, since the kids have to  
19 endure their mother's vegetables and  
20 things at home, they might think that  
21 eating at school is a treat. Most kids  
22 don't like nutritious foods all the time

23 for meals, so if you remove all the fast  
24 foods that kids look forward to, you might  
25 not get very good service.

26 -I don't think that you should  
27 remove all the fast foods because I  
28 prefer our cafeteria the way it is, and  
29 I don't want it to change.

30 I wish that you would consider  
31 my idea and discuss it with your group.  
32 Thank you for your co-operation.

The writing sample titled *“Dear Student Council”* begins with *“I am writing to explain why we should and shouldn’t remove all fast foods,...”*

### Content/Ideas

- introduces a specific topic with a main idea that supports the purpose and audience *in letter format as to why we should or shouldn’t remove all fast foods from school cafeterias.*  
line(s) 2-3 “I am writing to explain why we should and shouldn’t remove all fast foods,...”
- includes straightforward and thoughtful ideas  
line(s) 8-10 “I think that if you remove the fast food in the cafeteria the children will...made from.”  
line(s) 16-17 “On the other hand, it might not be good....”
- includes relevant information with details to support the ideas  
line(s) 18-19 “...since the kids have to endure their mother’s vegetables and things at home,...”  
line(s) 23-25 “...so if you remove all the fast foods that kids look forward to,...”

### Organization

- has a clear introduction that shows the purpose  
line(s) 1-3 “Dear Student Council, I am writing to explain why we should and shouldn’t remove all fast foods, since this is our cafeteria...”
- uses transition words to sequence  
line(s) 3 “Since”  
line(s) 13 “Things like: soup,...”  
line(s) 17, 27 “because”  
line(s) 23 “so”
- has related ideas expressed in paragraphs  
line(s) 2 “I am writing to explain...”  
line(s) 8 “I think...”  
line(s) 16 “On the other hand,...”  
line(s) 26 “I don’t think that...”
- has a reasonable conclusion  
line(s) 30-31 “I wish that you would consider my idea and discuss it with your group.”

The writing sample titled *“Dear Student Council”* begins with *“I am writing to explain why we should and shouldn’t remove all fast foods,...”*

### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 3 “since”  
line(s) 6 “opinions”  
line(s) 10 “healthier food choices”  
line(s) 11 “won’t crave...greasy foods”  
line(s) 18 “lots of complaints”  
line(s) 30 “that you would consider”

### Voice

- connects the audience to the subject  
line(s) 5-6 “...I think that you should get opinions from us kids...”  
line(s) 17-18 “...you will probably have lots of complaints”  
line(s) 31 “...discuss it with your group”
- begins to generate strong feeling and individuality  
line(s) 5-6 “you should get opinions from us kids”  
line(s) 20-21 “they might think that eating at school is a treat”  
line(s) 23-24 “So if you remove all the fast foods...you might not get good service”

### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 26-29 “I don’t think that you should remove all the fast foods because I prefer our cafeteria the way it is, and I don’t want it to change.”  
line(s) 32 “Thank you for your cooperation.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 13-15 “Things like: soup, sandwiches, & salads are good for your body and might be good to serve in the cafeteria.”  
line(s) 21-25 “Most kids don’t like nutritious foods all the time for meals...good service.”

### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1, 2, 7, 8, 12, 13, 15
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 12, 13, 16, 19, 28
- uses basic spelling rules to attempt difficult word spellings  
line(s) 11, 12, 17, 19, 32
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 13, 16-18, 26-29, 30-31
- attempts to use correct pronoun agreement  
line(s) 5-6, 8-12, 19

## END OF GRADE 7 – SAMPLE IV

Strong Achievement

Page 1 of 2

1     To Whom It May Concern,

2                                     It is my understanding that the

3     Student Council is considering to implement a new policy that

4     would remove all fast foods from the menu.

5                     If this new policy was to be put in effect, I

6     would strongly disapprove of it. Students don't often have

7     the time to prepare their own lunch at home. Most parents

8     work till late hours and hence their only option is to

9     provide their children with money. The majority of the student

10    body enjoys fast foods because they are quick and not expensive .

11    Fast foods can be nutritious like a sandwich and doesn't have

12    many fats.

13                     By implementing this new policy, the Student

14    Council would create new problems for the school. Fast foods

15    are the trend these days and by removing them, the cafeteria

16    would loose most of its business. Without fast foods on the menu,

17    the students would decide to purchase their lunch from a nearby

18    fast food restaurant. This would result in the school having serious

19    financial problems and the parents would have to pay more

20    taxes to support all the school activities.

21                     Instead of removing all fast foods from the

22    menu, you might want to consider some solutions that would

benefit everyone. You could add nutritional lunches to the menu and still keep the fast foods. This way, the students who choose to buy fast food can still do so and those who prefer nutritional meals also have an option. Another possibility could be that you could have days for fast foods and days assigned for other meals.

Thank-you for taking the time to read this letter and I hope you consider it before putting a new policy into effect.

Sincerley,

A concerned student

The writing sample titled *“To Whom It May Concern”* begins with *“It is my understanding that...”*

**Content/Ideas**

- introduces a specific topic with a main idea that carries the purpose and audience in a *“To Whom It May Concern”* format about removing all fast foods from the menu.  
line(s) 2-4 “It is my understanding that...would remove all fast foods from the menu.”
- develops original and thoughtful ideas  
line(s) 5-6 “If this new policy was to be put in effect, I would strongly disapprove of it.”
- supports the ideas with relevant details  
line(s) 6-7 “Students don’t often have the time to prepare their own lunch at home.”  
line(s) 14-15 “Fast foods are the trend these days...”

**Organization**

- has a thoughtful and effective introduction and an established purpose  
line(s) 1 “It is my understanding...”  
line(s) 5-6 “If this...was...in effect, I would...strongly disapprove of it.”
- demonstrates sequencing with logical transitions  
line(s) 8 “...their only option is to provide...money.”  
line(s) 9-10 “The majority of the student body enjoys...”
- demonstrates connections between and within paragraphs  
line(s) 8 “and hence”  
line(s) 13-14 “By implementing this new policy,...for the school.”  
line(s) 21 “Instead of removing all...consider...”
- provides an effective conclusion  
line(s) 29-31 “Thank you for taking the time to read this letter and I hope you consider it before putting a new policy into effect.”



The writing sample titled *“To whom it may concern”* begins with *“It is my understanding that...”*

### Word Choice

- effectively includes varied and precise word choices  
line(s) 3 “considering to implement a new policy”  
line(s) 14-15 “fast foods are the trend”  
line(s) 18-19 “serious financial problems”  
line(s) 25 “prefer nutritional meals”

### Voice

- skillfully connects with the audience  
line(s) 1 “To Whom It May Concern,”  
line(s) 22 “...you might want to consider”  
line(s) 23 “you could add nutritional lunches”
- demonstrates strong feeling and individuality  
line(s) 5-6 “I would strongly disapprove of it”  
line(s) 18-20 “This would result in the school having serious financial problems...”

### Sentence Structure

- portrays fluent complex sentences  
line(s) 2-4 “It is my understanding that the student council is considering to implement a new policy that would remove all fast foods from the menu.”
- demonstrates effective sentence lengths and beginnings  
line(s) 6-7 “Students don’t often have the time to prepare their own lunch at home.”  
line(s) 21-23 “Instead of removing all fast foods from the menu, you might want to consider some solutions that would benefit everyone.”

### Conventions

- demonstrates skill with the use of capital letters and punctuation  
line(s) 1, 2-4, 9-10, 13-14, 26-28
- shows generally correct use of internal punctuation  
line(s) 5-6, 6-7, 16-18, 29-31
- incorporates correct spelling of difficult words  
line(s) 13, 18, 19, 22, 23, 26
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 14-16, 23-24, 26-28, 29-31
- uses pronouns that generally agree in person, number, and type  
line(s) 2, 5, 7-9, 14-16, 25

END OF GRADE 7 – SAMPLE V

Appropriate Achievement

Page 1 of 3

*"If we had to make up class time"*

1 If we had to make up class time last

2 because of winter storm days, it would be

3 good and it would be bad.

4 The good thing about it would be,

5 number one, all of the material the teachers

6 are suppose to cover would be taught.

7 Second, we would be better prepared

8 for grade eight and third, we would

9 learn alot more.

10 On the other hand there is also

11 some bad. The worst thing would be,

END OF GRADE 7 – SAMPLE V

*"If we had to make up class time"*

12 we would have to continue school into  
13 July and miss most of our summer vacation,  
14 depending on how many snow days there  
15 were. Second, there would be more tests and  
16 work and third, the students would be getting  
17 even more bored of school because it would seem  
18 like they had no break.

19 I am against this issue because it just  
20 wouldn't be fair to the kids, we would never get  
21 a break and if someone is sick they  
22 don't have to come to school on

*"If we had to make up class time"*

- 23 the weekend and do the work that they  
24 missed, so why should we come in on  
25 Saturday if it was a snowday on Friday.  
26 I don't think it would be right.  
27 That is why I am against this issue.



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## END OF GRADE 7 – SAMPLE V

The writing sample begins with *“If we had to make up class time”*

### Content/Ideas

- introduces a specific topic with a main idea that supports the purpose and audience  
*about making up class time over storm days*  
line(s) 1-3 “If we had to make up class time lost because of winter storm days, it would be good and it would be bad.”
- includes straightforward and thoughtful ideas  
line(s) 4-9 “The good thing about it would be, number one, all of the material...would be taught.”  
line(s) 7 “We would be better prepared...”
- includes relevant information with details to support the ideas  
line(s) 12-13 “We would have to continue school into July and miss most of our summer vacation,...”  
line(s) 15-16 “...there would be more tests and work”

### Organization

- has a clear introduction that shows the purpose  
line(s) 1-3 “If we had to make up class time lost because of winter storm days, it would be good and it would be bad.”
- uses transition words to sequence  
line(s) 5 “number one”  
line(s) 7 “Second”  
line(s) 10 “On the other hand”
- has related ideas expressed in paragraphs  
line(s) 4 “The good thing about it...”  
line(s) 10 “On the other hand”  
line(s) 11-18 “The worst thing/second/third”
- has a reasonable conclusion  
line(s) 26 “I don’t think it would be right.”  
line(s) 27 “That is why I am against the issue.”

The writing sample begins with *“If we had to make up class time”*

### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 4 “The good thing about it would be...”  
line(s) 11 “The worst thing would be...”  
line(s) 16-17 “...the students would be getting even more bored at school...”

### Voice

- connects the audience to the subject  
line(s) 1 “If we had to make up class time lost...”  
line(s) 8-9 “...we would learn alot more.”
- begins to generate strong feeling and individuality  
line(s) 19-20 “I am against this issue because it just wouldn’t be fare to the kids”  
line(s) 20-21 “we would never get a break”  
line(s) 24 “So why should we come in on Saturday”

### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 7-9 “Second, we would be better prepared for grade eight and third, we would learn alot more.”  
line(s) 10-11 “On the other hand there is also some bad.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 11-15 “The worst thing would be, we would have to continue school into July and miss most of our summer vacation, depending on how many snow days there were.”  
line(s) 26 “I don’t think it would be right.”

### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1-3, 4-6, 7-9, 10-11, 26, 27
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 1-3, 20, 22, 26
- uses basic spelling rules to attempt difficult word spellings  
line(s) 5, 7, 12, 13, 19, 25
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 1-3, 7-9, 10-11, 15-18, 19-20
- attempts to use correct pronoun agreement  
line(s) 1-3, 12-13, 18, 19-21, 25

*"To whom it may concern"*

To whom it may concern,

1 I am writing this letter in regards to your  
2 contemplation on the subject of students possibly  
3 having to make up class time lost on storm  
4 days. I do not feel this is a good idea.

5 In a way I can see why you would ponder on  
6 this proposal when we get a day off from  
7 school because of storm days, we get behind on  
8 our work. This causing the teachers to have to  
9 come in on another day. This can be very  
10 confusing for some people. Having extra days  
11 would help resolve this problem.

12 There are also many down sides to this  
13 suggestion. For instance, if we have to make  
14 up the time, it will be in June right?  
15 Well in June it is very hot out and the  
16 students are wishing they could be outside instead  
17 of in a stuffy old classroom. I feel if this



*"To whom it may concern"*

18 ~~happened, the students wouldn't work as well, as it~~  
19 ~~would kind of defeat the purpose of this idea.~~

20 ~~I do not think it is fair for the students to have to~~  
21 ~~lose some of their summer to go to school. We work~~  
22 ~~hard all year long and look forward to this break.~~  
23 ~~Then we get told it will be cut short because of missed~~  
24 ~~days. Also alot of work we do will probably be revised~~  
25 ~~next year.~~

26 ~~In conclusion I would just like to say that I am~~  
27 ~~against this idea and I feel it is in the best~~  
28 ~~interests of the students to have things~~  
29 ~~remain the same. Everyone would be alot~~  
30 ~~happier. I thank you for taking the time~~  
31 ~~to hear my point of view!~~

~~Sincerely,~~  
~~a concerned student~~

The writing sample *“To whom it may concern”* begins with *“I am writing this letter in regards to...”*

### Content/Ideas

- introduces a specific topic with a main idea that carries the purpose and audience *to the concern of students having to make up class time lost for storm days.*  
line(s) 1-4 “I am writing...of students...on storm days.”
- develops original and thoughtful ideas  
line(s) 6-8 “When we get a day off from school because of storm days, we get behind on our work.”  
line(s) 15-17 “Well in June it is very hot out and the students are wishing they could be outside instead of in a stuffy old classroom.”
- supports the ideas with relevant details  
line(s) 8-9 “Thus causing the teachers to have to cram it in on another day.”  
line(s) 18-19 “...the students wouldn’t work well, so it would kind of defeat the purpose of this idea.”

### Organization

- has a thoughtful and effective introduction and an established purpose  
line(s) 1-4 “I am writing this letter in regards to your contemplation on the subject...of...time lost on storm days.”  
line(s) 4 “I do not feel this is a good idea.”
- demonstrates sequencing with logical transitions  
line(s) 1-2 “...in regards to your contemplation”  
line(s) 13 “For instance”  
line(s) 23-24 “Then we get told it will be cut short because of missed days.”
- demonstrates connections between and within paragraphs  
line(s) 1 “I am writing this letter”  
line(s) 5 “In a way, I can see why”  
line(s) 12 “There are also many down sides”  
line(s) 26 “In conclusion”
- provides an effective conclusion  
line(s) 26-28 “In conclusion, I would just like to say I am against this idea and I feel it is in the best interests of the students to have things remain the same.”

The writing sample *“To whom it may concern”* begins with *“I am writing this letter in regards to...”*

### Word Choice

- effectively includes varied and precise word choices  
line(s) 5-6 “You would ponder on this proposal”  
line(s) 11 “would help resolve this problem”  
line(s) 19 “would kind of defeat the purpose”  
line(s) 30-31 “Thank you for taking the time to hear my point of view.”

### Voice

- skillfully connects with the audience  
line(s) 1-2 “I am writing this letter in regards to your contemplation on the subject...”  
line(s) 5-6 “I can see why you would ponder on this proposal.”
- demonstrates strong feeling and individuality  
line(s) 4 “I do not feel this is a good idea.”  
line(s) 20-21 “I do not think it is fair for the students to have to lose some of their summer to go to school.”  
line(s) 26-27 “I am against this idea...”

### Sentence Structure

- portrays fluent complex sentences  
line(s) 1-4 “I am writing this letter...on the subject of...storm days.”  
line(s) 26-29 “In conclusion, I would just like to say that I am against this idea and I feel...to have things remain the same.”
- demonstrates effective sentence lengths and beginnings  
line(s) 5-6 “In a way I can see why you would ponder on this proposal.”  
line(s) 10-11 “Having extra days would help resolve this problem.”  
line(s) 15-17 “Well in June it is very hot out and the students are...in a stuffy old classroom.”

### Conventions

- demonstrates skill with the use of capital letters and punctuation  
line(s) 9-10, 12-13, 13-14, 30-31
- shows generally correct use of internal punctuation  
line(s) 6-8, 13-14, 17-19
- incorporates correct spelling of difficult words  
line(s) 2, 6, 10, 11, 13, 24
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 1-4, 5-6, 6-8, 10-11, 17-19, 20-21
- uses pronouns that generally agree in person, number, and type  
line(s) 13-14, 16-17, 21-23, 29-30

*"Dear Mr. Patterson"*

1 Dear Mr. Patterson,

2 In my letter I will explain why the

3 money should go to preserving historic

4 buildings. Also I will explain why the money

5 should go to wildlife.

6 If the money went to historic buildings

7 maybe more kids would learn about their

8 culture and their ancestors. Also if we

9 didn't preserve the buildings Fredericton would

10 have no more history.

11 On the flip side if the money goes

*"Dear Mr. Patterson"*

- 12 to wildlife it would help to preserve our  
13 animals so future generations could enjoy  
14 the animals we enjoy. Also if we give the money  
15 to wildlife the city would employ more locals  
16 to help with the animals. Finally maybe kids  
17 would appreciate nature instead of vandalizing  
18 it.
- 19 In my opinion the job choosing where  
20 the money goes would be hard, but  
21 if I had to choose the money  
22 would go to the animals.

*“Dear Mr. Patterson”*

23 Animals need protection and with  
24 this money we could protect  
25 them. You may not agree but this  
26 is just my opinion.

Your Student,



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The writing sample titled *“Dear Mr. Patterson”* begins with *“In my letter I will explain why the money should go...”*

**Content/Ideas**

- introduces a specific topic with a main idea that supports the purpose and audience *about the choice for the use of some money.*  
line(s) 2-5 “In my letter I will explain why the money should go to...historic buildings...to wildlife.”
- includes straightforward and thoughtful ideas  
line(s) 2-4 “I will explain why the money should go to preserving historic buildings.”  
line(s) 4-5 “Also I will explain why the money should go to wildlife.”
- includes relevant information with details to support the ideas  
line(s) 6-8 “If the money went to historic buildings...learn about their culture and their ancestors.”  
line(s) 8-9 “If we didn’t...would have no more history.”  
line(s) 13-14 “Future generations could enjoy the animals we enjoy.”

**Organization**

- has a clear introduction that shows the purpose  
line(s) 2-4 “In my letter I will explain why the money should go to preserving historic buildings.”  
line(s) 4-5 “Also I will explain whey the money should go to wildlife.”
- uses transition words to sequence  
line(s) 4 “Also”  
line(s) 6-7 “If...maybe...”  
line(s) 11 “On the flip side”
- has related ideas expressed in paragraphs  
line(s) 2 “In my letter”  
line(s) 6 “If the money”  
line(s) 11 “On the flip side”  
line(s) 19 “In my opinion”
- has a reasonable conclusion  
line(s) 23-25 “Animals need protection and with this money we could protect them.”  
line(s) 25-26 “You may not agree but this is just my opinion.”



The writing sample titled *“Dear Mr. Patterson”* begins with *“In my letter I will explain why the money should go...”*

### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 7-8 “kids would learn about their culture”  
line(s) 9-10 “would have no more history”  
line(s) 13-14 “so future generations could enjoy the animals”

### Voice

- connects the audience to the subject  
line(s) 2 “I will explain”  
line(s) 8-9 “If we didn’t preserve the buildings”  
line(s) 14 “Also if we give the money to wildlife”
- begins to generate strong feeling and individuality  
line(s) 4 “Also I will explain”  
line(s) 21 “If I had to choose...”  
line(s) 25-26 “You may not agree but this is just my opinion.”

### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 19-22 “In my opinion the job choosing where the money goes would be hard, but if I had to choose the money would go to the animals.”  
line(s) 23-25 “Animals need protection and with this money we could protect them.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 2-4 “In my letter I will explain why the money should go to preserving historic buildings.”  
line(s) 16-17 “Finally maybe kids would appreciate nature instead of vandilizing it.”  
line(s) 25-26 “You may not agree but this is my opinion.”

### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1-4, 4-5, 8-10, 14-16, 16-18, 25-26
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 1, 9, 19-22
- uses basic spelling rules to attempt difficult word spellings  
line(s) 3, 8, 13, 15, 17, 19
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 6-8, 11-14, 16-18, 19-22, 23-25
- attempts to use correct pronoun agreement  
line(s) 2, 6-8, 12, 14-16, 25-26

*"Dear Government"*

Dear Government,

1 I am writing to you in regards to the large sum  
2 of money that has been donated to us in order to  
3 help protect either our historic buildings or our wildlife. I  
4 understand that you have been given the duty to decide  
5 which would be more relevant for us to defend so  
6 I figured you might want a little support.

7 I believe that we should protect our historical buildings  
8 because they are a very critical part of our province's  
9 story. These particular buildings have an immense impact  
10 on our society and reveals a lot about our past and  
11 the pride we have in our community. For these few  
12 reasons, I feel that these historical structures are extremely  
13 special and important to the residents of the province.

14 On the other hand, I also think we should  
15 consider donating the money to help defend our  
16 wildlife because they play a huge role in describing  
17 our province. Animals are also a vast amount of the  
18 food that we dine on because they supply us with  
19 meat. If all the animals in our community just  
20 vanished, then we would not be left with many

*"Dear Government"*

21 options to feed on. If we do not protect our  
22 wildlife, then we may someday be the cause of  
23 starvation because we will leave people with only  
24 vegetables, fruits and eggs to eat. Should our wild  
25 animals all become extinct in the future then people  
26 will grow annoyed with eating the same thing each  
27 night.

28 In conclusion, I feel that our wildlife requires  
29 more protection than the historic buildings because  
30 they supply with much more stuff that we require  
31 to survive and are needed more in every day life  
32 than some buildings.

The writing sample titled “*Dear Government*” begins with “*I am writing to you in regards to*”

### Content/Ideas

- introduces a specific topic with a main idea that carries the purpose and audience *to the decision of protecting either historic buildings or wildlife from a large donation.*  
line(s) 1-3 “I am writing to you in regards to the large sum of money that has been donated to us in order to help protect either our historic buildings or our wildlife.”
- develops original and thoughtful ideas  
line(s) 3-5 “I understand that you have been given the duty to decide which would be more relevant for us to defend.”  
line(s) 7 “I believe that we should protect our historical buildings.”
- supports the ideas with relevant details  
line(s) 5-6 “so I figured you might want a little support”  
line(s) 8-9 “are a very critical part of...history”  
line(s) 9-10 “have an immense impact on our society”

### Organization

- has a thoughtful and effective introduction and an established purpose  
line(s) 1-3 “I am writing to you in regards to the large sum of money that has been donated to us in order to help protect either our historic buildings or our wildlife.”
- demonstrates sequencing with logical transitions  
line(s) 4 “I understand that you have been given...”  
line(s) 11-12 “For these few reasons, I feel that...”  
line(s) 14 “On the other hand, I also think we should...”  
line(s) 17-18 “Animals are also a vast amount of the food...”
- demonstrates connections between and within paragraphs  
line(s) 7-9 “I believe that we should protect our historical buildings...history.”  
line(s) 14-15 “I also think we should consider...our province.”
- provides an effective conclusion  
line(s) 28-32 “In conclusion, I feel that our wildlife requires more protection...because they...are needed more in everyday life....”

The writing sample titled *“Dear Government”* begins with *“I am writing to you in regards to”*

### Word Choice

- effectively includes varied and precise word choices  
line(s) 1 “I am writing to you in regards to”  
line(s) 4 “the duty to decide which would be more relevant”  
line(s) 12-13 “extremely special and important to the residents”  
line(s) 16-17 “a huge role in describing our province”

### Voice

- skillfully connects with the audience  
line(s) 6 “I figured you might want a little support”  
line(s) 20 “we would not be left with many options”  
line(s) 22 “then we may someday be the cause of starvation”
- demonstrates strong feeling and individuality  
line(s) 7 “I believe that”  
line(s) 12 “I feel that these historical structures”  
line(s) 14-15 “I also think we should consider”

### Sentence Structure

- portrays fluent complex sentences  
line(s) 1-3 “I am writing to you...either our historic buildings or our wildlife.”  
line(s) 21-24 “If we do not protect our wildlife...only vegetables, fruits and eggs to eat.”
- demonstrates effective sentence lengths and beginnings  
line(s) 7-9 “I believe that we should protect...our province’s history.”  
line(s) 11-13 “For these few reasons, I feel that these historical structures are extremely special...”  
line(s) 17-19 “Animals are also...supply us with meat.”

### Conventions

- demonstrates skill with the use of capital letters and punctuation  
line(s) 1-3, 3-6, 7-9, 9-11, 11-13, 28-32
- shows generally correct use of internal punctuation  
line(s) 8, 12, 14, 20, 22, 24, 28
- incorporates correct spelling of difficult words  
line(s) 5, 8, 9, 12, 20, 21, 26
- demonstrates control of standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 1-3, 11-14, 21-24, 24-27
- uses pronouns that generally agree in person, number, and type  
line(s) 5-6, 7-8, 14-17, 17-19, 19-21

## The Way of The Season's

1        My dad has been a captain of a fishing boat for 18  
2 years and I have been the helper for four years. I have  
3 picked up some hints.

4        To become a fishermen first you must buy a  
5 license. You have to make the traps, nets, and drags to  
6 fish lobster, flounder, scallop's, mackeral and herring.

7        The first season is herring fishing. There is nothing  
8 simple to herring fishing!! The biggest job to fishing  
9 herring is to get the nets in the water. Why? Because you  
10 have toget them in groups of three.

11       The second season is scallop fishing but it is not as  
12 hard as herring fishing. All you do to get ready is to check  
13 the drags is because they drag on the bottom for a mile .  
14 You shuck the scallop's while dragging the drags.

15       **The third season is herring fishing again but it is**  
16       **completely different from the other herring fishing**  
17       **season. Instead of leaving the nets for the day you set**  
18       **them and fish them the next tide. Sometimes they stay**  
19       **and that could make the difference if you catch some**  
20       **herring in the nets.**

21       **The fourth season is mackerel fishing . It uses nets like**  
22       **herring. You go out in the gulf of Magdalen which is an**  
23       **eight hour boat drive from South-East N.B. You run the**  
24       **nets over in a row and tie them to your bow. At three or**  
25       **four in the morning you have to get up to fish all of the nets**  
26       **and it's pitch black dark. One time we had to leave the spot**  
27       **because we were catching boat loads of herring. We had to**  
28       **shovel some over board because we had so many and**  
29       **couldn't handle any more.**

30       The last season is lobster for nine weeks . This year  
31       lobster is down a lot from last year. My father thinks it has  
32       something to do with the Confederation Bridge.

33       The way to make a lobster trap you have to get some  
34       wire. You have to bend the wire to the size of trap you  
35       want then hook it together. Lobster fishing may seem hard  
36       to some people but not to me.

37       I will not be a fishermen when I grow up because  
38       there is not enough money involved in fishing and in  
39       general the fishing is very poor right now.

40       It is hard for a twelve year old to fish all summer I  
41       know because I am one.

42                   THE END





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The writing sample titled *“The Way of The Season’s”* begins with *“My dad has been a captain of”*

**Content/Ideas**

- introduces a specific topic with a main idea that supports the purpose and audience *about the life of a fisherman.*  
line(s) 1-2 “My dad has been a captain of a fishing boat for 18 years and I have been the helper for four years.”
- includes straightforward and thoughtful ideas  
line(s) 2-3 “I have picked up some hints.”  
line(s) 8-9 “The biggest job to fishing herring is to get the nets in the water.”
- includes relevant information with details to support the ideas  
line(s) 4-5 “To become a fishermen first you must buy a license.”  
line(s) 9-10 “Because you have to get them in groups of three.”

**Organization**

- has a clear introduction that shows the purpose  
line(s) 1-2 “My dad has been a captain of a fishing boat...and I have been the helper for four years.”
- uses transition words to sequence  
line(s) 12-13 “All you do to get ready...”  
line(s) 14 “You shuck the scallop’s while dragging...”  
line(s) 18 “Sometimes they stay and that could make the difference.”
- has related ideas expressed in paragraphs  
line(s) 4 “To become a fishermen”  
line(s) 7 “The first season is herring fishing”  
line(s) 11 “The second season is scallop fishing”  
line(s) 15 “The third season is herring fishing again.”
- has a reasonable conclusion  
line(s) 37 “I will not be a fishermen when I grow up because there is not enough money...and fishing is very poor right now!”

The writing sample titled *“The Way of The Season’s”* begins with *“My dad has been a captain of”*

### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 17-18 “Instead of leaving the nets for the day...”  
line(s) 23-24 “You run the nets over in a row and tie them to your bow.”  
line(s) 26-27 “One time we had to leave the spot...”

### Voice

- connects the audience to the subject  
line(s) 4-5 “To become a fisherman first you must buy a license.”  
line(s) 40-41 “I know because I am one.”
- begins to generate strong feeling and individuality  
line(s) 9-10 “Why? Because you have to get them...”  
line(s) 26-27 “One time we had to leave the spot because we were catching boat loads of herring.”  
line(s) 27-28 “We had to shovel some over board”

### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 11-12 “The second season is scallop fishing but it is not as hard as herring fishing.”  
line(s) 14 “You shuck the scallop’s while dragging the drags.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 2-3 “I have picked up some hints.”  
line(s) 9 “Why?”  
line(s) 12-13 “All you do to get ready is to check the drags because they drag on the bottom for a mile.”

### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1-2, 7-8, 9, 22-23, 31-32, 35-36
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 5-6, 14, 23, 26, 29
- uses basic spelling rules to attempt difficult word spellings  
line(s) 6, 14, 16, 22, 26, 32
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 1-2, 8-9 15-17, 17-18, 26-27, 37-39
- attempts to use correct pronoun agreement  
line(s) 12-13, 17-18, 23-24, 26-27, 31-32, 35-36

Dear School Authorities

1 I am very upset of what I just heard  
2 about making up school time.

3 I am not mad at you, I know  
4 that it's for us. It's for our learning, so  
5 it will help us to now more, and never miss  
6 the work that needs to be done.

7 On the other hand I think we  
8 shouldn't have to make up for lost time  
9 because days from school are supposed to be a break.  
10 A time to recharge our brains. If we

11 half to go to school on weekends every one  
12 will be too tired of school to do any work.  
13 So I think that having school on weekends  
14 is a wrong decision. So would you kindly think  
15 about your decision again and take all of my  
16 suggestion into mind about not having school on  
17 weekends.

The writing sample titled *“Dear School Authorities”* begins with *“I am varry upset of what I just herd about making up school time.”*

### Content/Ideas

- introduces a specific topic with a main idea that supports the purpose and audience  
*about making up school time lost from storm days*  
line(s) 1-2 “I am varry upset of what I just herd about making up school time.”
- includes straightforward and thoughtful ideas  
line(s) 3 “I am not mad at you.”  
line(s) 3-4 “I know that it’s for us.”  
line(s) 7-8 “I think we shouldn’t have to make up lost time because days from school are spostobe a break.”
- includes relevant information with details to support the ideas  
line(s) 4 “It’s for ower learning, shore it will help us to now more, and never miss the work that needs to be tot.”  
line(s) 10-12 “If we half to go to school on weekends every one will be to tired of school to do any work.”

### Organization

- has a clear introduction that shows the purpose  
line(s) 1-2 “I am varry upset of what I just herd about making up school time.”
- uses transition words to sequence  
line(s) 3-4 “I know it’s for us.”  
line(s) 4-5 “shore it will help us”  
line(s) 7-8 “On the other hand”
- has related ideas expressed in paragraphs  
line(s) 1-2 paragraph # 1 introduces the problem  
line(s) 3-6 paragraph # 2 explains reason for making up time  
line(s) 7-12 paragraph # 3 rationalizes reason for not making up time
- has a reasonable conclusion  
line(s) 13-14 “So I think that having school on weekends is a rong dicishion.”

The writing sample titled *“Dear School Authorities”* begins with *“I am varry upset of what I just herd about making up school time.”*

### Word Choice

- includes varied vocabulary to convey meaning  
line(s) 10 “A time to recharge ower brains”  
line(s) 13 “So I think that...”  
line(s) 14-15 “kindly think about your decishion”  
line(s) 15-16 “take all of my suggestions”

### Voice

- connects the audience to the subject  
line(s) 3 “I am not mad at you.”  
line(s) 14-15 “So would you kindly think about your decishion again”
- begins to generate strong feeling and individuality  
line(s) 3-4 “I know that it’s for us.”  
line(s) 7-8 “I think we shouldn’t have to make up for lost time”  
line(s) 10-12 “If we half to go...on weekends every one will be to tired...”

### Sentence Structure

- uses complete sentences and varied sentence structures correctly  
line(s) 1-2 “I am varry upset of what I just herd.”  
line(s) 7-9 “On the other hand, I think we...are spostobe a break.”
- manages a variety of sentence lengths and beginnings to create a natural flow of the ideas presented  
line(s) 3 “I am not mad at you.”  
line(s) 10-12 “If we half to go to school...every one will be to tired...to do any work.”

### Conventions

- incorporates correct use of capital letters and end punctuation  
line(s) 1-2, 3, 7-9, 13-14
- uses internal punctuation (commas, semi-colons, colons, quotation marks)  
line(s) 4, 5, 8  
uses basic spelling rules to attempt difficult word spellings; however there are spelling errors in lines 1, 4, 5, 6, 9, 10, 11, 12
- uses standard grammatical structures (subject-verb agreement and verb tense, etc.)  
line(s) 1-2, 7-9, 10-12, 13-14, 14-17
- attempts to use correct pronoun agreement  
line(s) 3-4, 4-6, 14-17

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## Appendix



## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 4</b> – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
<b>Grade 7</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 24 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 7</b>
select texts that address their learning needs and range of special interests	<b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts. <b>Fiction (prose and poetry)</b> -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution.
read widely and experience a variety of young adult fiction and literature from different provinces and countries	<b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts. <b>Fiction (prose and poetry)</b> -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays. -Multiple-event plots feature twists with a clear resolution. <b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• make connections between what they read and their experiences</li> </ul>
demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding	<b>Fiction (prose and poetry)</b> -Multiple-event plots feature twists with a clear resolution. -Descriptive language establishes setting, mood, and atmosphere. <b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b> -Texts may contain a table of contents, glossary, unit summary, and index. -Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text. <b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• skim/scan test for format and information</li> <li>• adjust their reading rate according to the type of text</li> <li>• reread when comprehension is lost</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 4</b> – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
<b>Grade 7</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 24 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 7</b>
talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts	<p><b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts.</p> <p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <ul style="list-style-type: none"> <li>-Information or non-continuous texts may include charts, graphs, maps timelines, and diagrams.</li> <li>-Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text</li> <li>-Texts include transitional expressions (e.g., while, although, as a result, however) to connect ideas.</li> </ul> <p><b>Reading Strategies</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• monitor their reading and self-correct when reading does not make sense, sound right, or look right</li> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• generate questions to verify and adjust predictions</li> <li>• make connections between text and self</li> <li>• adjust their reading rate according to the type of text</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> </ul> <p><b>Comprehension Responses</b></p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond to literal and vocabulary related questions</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 5</b> – Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.	
<b>Grade 7</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 24 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 7</b>
become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected	<p><b>Fiction (prose and poetry)</b></p> <ul style="list-style-type: none"> <li>-Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, journals, magazines, and plays.</li> <li>-Multiple-event plots feature twists and turns with a definite resolution.</li> <li>-Poetry is often abstract and includes figurative language.</li> </ul> <p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <ul style="list-style-type: none"> <li>-Texts may contain a table of contents, glossary, unit summary, and index.</li> </ul> <p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• use note-taking techniques to identify significant information</li> </ul>
use research strategies such as issue mapping and webbing to guide research	<p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <ul style="list-style-type: none"> <li>-Information or non-continuous text may include charts, graphs, maps, timelines, and diagrams.</li> </ul> <p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• skim/scan text for format and information</li> </ul> <p><b>Comprehension Responses</b> Students</p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 6</b> – Students will be expected to respond personally to a range of texts.	
<b>Grade 7 Specific Curriculum Outcomes (from p. 26 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 7</b>
extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts	<p><b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts.</p> <p><b>Fiction (prose and poetry)</b></p> <ul style="list-style-type: none"> <li>-Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays.</li> <li>-Multiple-event plots feature twists with a clear resolution.</li> <li>-Plots generally follow chronological order; foreshadowing and/or flashbacks occur.</li> <li>-Conflicts increase in complexity and sophistication.</li> <li>-Complex characters may demonstrate changes in attitude and/or behaviour.</li> <li>-Descriptive language establishes setting, mood, and atmosphere.</li> <li>-Poetry is often abstract and includes figurative language.</li> </ul> <p><b>Reading Strategies</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• generate questions to verify and adjust predictions</li> </ul> <p><b>Comprehension Responses</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond to literal and vocabulary-related questions</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> </ul>

### Reading Curriculum Outcomes and Standards Alignment



<b>General Curriculum Outcome # 6</b> – Students will be expected to respond personally to a range of texts.	
<b>Grade 7 Specific Curriculum Outcomes (from p. 26 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 7</b>
make evaluations or judgments about texts and learn to express personal points of view	<p><b>Fiction (prose and poetry)</b></p> <ul style="list-style-type: none"> <li>-Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, graphic novels (including graphic novels), diaries, journals, magazines, and plays.</li> <li>-Multiple-event plots feature twists with a clear resolution.</li> <li>-Plots generally follow chronological order; foreshadowing and/or flashbacks occur.</li> <li>-Conflicts increase in complexity and sophistication.</li> <li>-Complex characters may demonstrate changes in attitude and/or behaviour.</li> <li>-Descriptive language establishes setting, mood, and atmosphere.</li> <li>-Poetry is often abstract and includes figurative language.</li> </ul> <p><b>Reading Strategies</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• generate questions to verify and adjust predictions</li> <li>• make connections between text and self</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> <li>• use note-taking techniques to identify significant information</li> </ul> <p><b>Comprehension Responses</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond to literal and vocabulary-related questions</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

### Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 6 – Students will be expected to respond personally to a range of texts.</b>	
<b>Grade 7 Specific Curriculum Outcomes (from p. 26 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 7</b>
while learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations	<p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• make connections between what they read and their experiences</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> </ul> <p><b>Comprehension Responses</b></p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond to literal and vocabulary-related questions</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

### Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 7</b> – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
<b>Grade 7 Specific Curriculum Outcomes (from p. 27 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 7</b>
recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view	<p><b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts.</p> <ul style="list-style-type: none"> <li>• a range of genres that encompasses increasingly complex themes, ideas, topics, and content</li> <li>• language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure</li> </ul> <p><b>Fiction (prose and poetry)</b>          -Multiple-event plots feature twists with a clear resolution.          -Conflicts increase in complexity and sophistication.</p> <p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b>          -Paragraphs vary in length but are predominately short.</p> <p><b>Reading Strategies</b>          Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• adjust their reading rate according to the type of text</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> </ul> <p><b>Comprehension Responses</b>          Students</p> <ul style="list-style-type: none"> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

**General Curriculum Outcome # 7** – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

<b>Grade 7</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 27 Atlantic Canada ELA</b> <b>curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 7</b>
<p>recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors</p>	<p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <ul style="list-style-type: none"> <li>-Texts may contain a table of contents, glossary, unit summary, and index.</li> <li>-Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.</li> <li>-Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text.</li> </ul> <p><b>Reading Strategies</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• combine context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• use note-taking techniques to identify significant information</li> </ul> <p><b>Comprehension Responses</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• understand information by connecting text to self</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 7</b> – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
<b>Grade 7</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 27 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 7</b>
<p>develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding</p> <ul style="list-style-type: none"> <li>- recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts</li> <li>- become aware of how and when personal background influences meaning construction, understanding, and textual response</li> <li>- recognize that there are values inherent in a text, and begin to identify those values</li> <li>- explore how various cultures and realities are portrayed in media texts</li> </ul>	<p><b>Fiction (prose and poetry)</b></p> <ul style="list-style-type: none"> <li>-Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, journals, magazines and plays.</li> <li>-Multiple-event plots feature twists with a clear resolution.</li> <li>-Plots generally follow chronological order; foreshadowing and/or flashbacks occur.</li> <li>-Conflicts increase in complexity and sophistication.</li> <li>-Complex characters may demonstrate changes in attitude and/or behaviour.</li> <li>-Descriptive language establishes setting, mood, and atmosphere.</li> <li>-Poetry is often abstract and includes figurative language.</li> </ul> <p><b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b></p> <ul style="list-style-type: none"> <li>-Texts may contain a table of contents, glossary, unit summary, and index.</li> <li>-Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.</li> <li>-Text may include transition words (e.g. because, next, as a result, on the other hand) to indicate relationships.</li> <li>-Significant or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text.</li> <li>-Paragraphs may vary in length, but are predominantly short.</li> </ul> <p><b>Reading Strategies</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• make connections between text and self</li> <li>• skim/scan text for format and information</li> </ul> <p><b>Comprehension Responses</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond to literal and vocabulary-related questions</li> <li>• understand information by connecting text to self</li> <li>• form logical opinions/reactions and support these ideas with general reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.</li> </ul>